Youngstown STATE UNIVERSITY

Academic Senate

ACADEMIC SENATE MINUTES

May 1, 2013

Call to Order: Senate Chairperson Chet Cooper called the meeting to order at 4:03 p.m.

Minutes of the Previous Meeting:

Minutes of April 3, 2013, meeting were approved. To view the minutes, go to <http://www.ysu.edu/acad-senate/1213/minapr13.pdf>.

Senate Composition - Chet Cooper, Chair of the Senate, reported:

Chet invited President Anderson to address the senate.

President Anderson: She thanked Chet for allowing her to speak to the senate and commented that while cleaning out her office she had found a picture of Chet at a basketball game cheering. She further discussed how important the academic senate is to the university and how powerful it is. There are going to be some significant decisions in the future that this body is going to have to make. As the only remaining institution with open admissions, as graduation rates become more of an issue and the determinant for funding the issue of admissions requirements is going to be an issue that will need to be dealt with. There may also be decisions regarding the ratio of undergraduate to graduate students. Tuition increases, they struggle every time with this decision and faculty should be in on this decision and the senate could have a voice in the decision. Decisions regarding MOOC's, are we going to accept or provide these credits. Expenses and revenue are going to require tough decisions and the input from the senate faculty would be helpful, fall is looking good right how but you never know until fall gets here. The Provost is our ultimate advocate, we should appreciate his efforts because he fights for the fauclty. The Board of Trustees need to understand what faculty do, it is not just preparing, teaching courses, and going home. We need to change the perception that is out there and we need to let people know what we do. It is an honor to be on the academic senate. If you need encouragement call Jonelle Beatrice or Jack Fahaey for some success stories and it will be uplifting. Thanks for all that you have done and what you are. It has been a wonderful 40 years and I look forward to reading about YSU, while in Nevada getting a tan.

The academic senate executive committee presented President Anderson with a resolution **Attachment 1**

Chet also shared that another member of the senate is retiring, John Murphy, and is also

moving west. Thank you for your long service as well.

Millie Rodriguez and Bill Swan from Distant Learning discussed issues and bottleneck regarding training and starting distant learning courses. According to the collective bargaining agreement faculty must be compensentated to develop a distant learning course and there is a lack of funding and an overwhelming number of faculty interested in developing distant learning courses. The state gives them eight course reviews per year, which includes external, peer, and master reviews. There are currently four master reviewers on campus with 31 courses in the pipeline to be reviewed. Bill developed an alternative rubric which he will send to the bargaining unit with a memorandum of understanding. Bill gave a quick review for the senate members in attendance. If you have any questions you can contact the Office of Distant Learning. Attachment 2

Chet announced that the survey for senate committee preferences was still available, please fill out survey.

Good news: paperless ad hoc committee - system for curriculum approval is now being tested, and hopefully will be implemented in the fall.

Most of the department senate commitee elections have been completed. Email has been sent out for at-large positions and is open until Monday. Please get us nominees by Monday of next week.

Ohio Faculty Council - Ken Learman:

The resolution that OFC was working on has taken a different focus due to the fact that the workload language has been removed from HB59. The resolution is supporting faculty workload overall and shared governance.

Undergraduate Curriculum Committee: Zara Rowling Attachment 3

There were two attachments to the agenda, there was an additional one that she brought to the meeting today. All curriculum matters have been done for this year. Zara would have these last ones to Chet by the end of the week.

General Education Committee: Joe Palardy

The General Education Committee is proposing a change in the approval process for general education courses. Currently it is possible for a course to exist as a general education course and not exist as a course. Therefore the committee would like to have courses approved prior to the general education committee approval.

Motion before the senate: approve the process change to courses being approved prior to submission to the general education committee. The motion passed unanimously.

Library Committee: R. Goldberg

He thanked faculty that approached him after the last senate meeting. The library committee developed a resolution from the academic senate to the university administration regarding the increase of the library funding. The proposed resolution motion was voted on by the senate. The motion to approve the resolution was passed unanimously.

Academic Research Committee: K. Miller

About three years ago the senate approved the university designation as a urban research

institution. About one year ago the committee began discussion as to what this designation meant to the university. The committee had distributed a research plan in the spring with feedback from the faculty the committee revised the plan to be a reserach enhancement plan which encompasses six main goals.

The committee is asking for endorsement of the plan by the senate. The senate voted unanimoulsy to endorse the plan.

Chet shared that another committee, put together by the Provost, had developed similar goals.

Unfinished Business:

New business: Chet Cooper

The presidental candidates visit campus beginning this week and next. These two weeks are the most important to the university. We need someone to transform this university and take it to the next level. This is a critical choice and we need to help make this choice. We need to go and ask tough questions and let our voices be heard. This is critical to use the faculty and the students.

Q. What is the next level?

A. Online learning, admissions criteria, things are changing and we are going to be hit hard. We need to become proactive as an instittuion.

Comment: Regarding feedback: We seem to be the only university that does not have a feedback method to the Board of Trustees.

Q. Is the Board of Trustees going to be present during the interviews?

A. Hopefully they are there to hear the feedback.

Q. Is it possible to record the comments by the candidates and have them transcribed and/or posted.

A. Do not know the answer to that. There may be liability issues.

Q. What difference does it make, the only vote that counts is Chet's.

A. Chet is only on the advisory committee, he does not have a vote.

A. Chet: You have to go fight the good fight, otherwise you will always wonder what if.

Q. Will the comments we give be read or heard?

A. Chet: I do not know.

Adam Earnhardt: Thank you Chet for your service and fighting for the university faculty.

Adjournment: The Academic Senate adjourned at 4:58 p.m.

Sign-in Sheet

Return to Top of Page

Return to Senate Homepage

For further information, e-mail **Carol Lamb**.

<div align="center">

Approved by the Academic Senate of Youngstown State University

May 1, 2013

A RESOLUTION HONORING THE SERVICE OF

DR. CYNTHIA E. ANDERSON

</div>

WHEREAS: **Dr. Cynthia E. Anderson attended Youngstown State University and earned her bachelor's degree in 1973;**

WHEREAS: **Dr. Anderson joined the Youngstown State University faculty in 1979 at the rank of instructor, then rose through the faculty ranks to full professor;**

WHEREAS: **During her 34 years of dedicated service to Youngstown State University, Dr. Anderson effectively served not only as a teacher and scholar, but also as assistant provost for academic planning as well as vice president for student affairs;**

WHEREAS: **When the Board of Trustees chose Dr. Anderson to be the seventh president of Youngstown State University on July 1, 2010, she established a principled focus of "Academic Excellence and Student Success" as the centerpiece of her tenure; and**

WHEREAS: **President Anderson's extraordinary service to the University clearly reflects the basic foundation of her character - grace, compassion, fair-mindedness, integrity, and exceedingly good humor;**

NOW THEREFORE BE IT RESOLVED: **That the Academic Senate of Youngstown State University formally acknowledges its gratitude to President Cynthia E. Anderson for her long-standing and dedicated service to the University, its faculty and staff, and most importantly, its students.**

Chet Cooper, Chair
Academic Senate

Proposed eYSU Development Review Rubric
Checklist

Standard		Priority
I. Learning Objectives	☐ Learning objectives are provided and listed in the syllabus.	*
	☐ Learning objectives are clear, measurable, and written from the student's perspective.	*
	☐ The beginning of each module reiterates the objective(s) covered in that module.	#
II. Content	☐ **Alignment:** Content pages, assignments, and assessments align with the learning objectives and promote achievement of the objectives.	*
	☐ **Segmenting:** Course content is presented in manageable "chunks" and they are digested at the learner's own pace.	#
	☐ **Sequencing:** If some course content builds on other course content, it progresses through a logical sequence.	*
	☐ **Clarity:** The structure of the course makes course elements easy to locate. Course content is clearly written, spoken, or displayed.	*
	☐ **Multimedia:** Multiple media types are used to present course content.	*
	☐ **Interaction:** A variety of interactive elements are used to engage with learners.	*
III. Learner Support	☐ Deadlines for assignments and assessments are provided in an introductory content area.	*
	☐ Grading standards and procedures are explained clearly.	*
	☐ Prerequisite coursework or knowledge is stated clearly.	*
	☐ Help Desk contact information is provided for students experiencing systems issues.	*
	☐ When an applet, plug-in, or other application is needed on the student's computer to view content, a link to a page where it can be downloaded is provided.	#
	☐ Information on accessing resources for accommodation is made available to the student.	*
	☐ Course materials are provided in accessible formats.	#
Total:		16

Scoring the Rubric:

The rubric includes a total of 16 items. Those marked with an asterisk (*) are required, while those with a pound sign (#) are recommended. For approval, a course needs to meet standards for at least 80% of the items (13 of 16), including all items with an asterisk.

Quality Review Committee:

Scoring is completed by an eYSU Quality Review Committee consisting of three members:

1. The faculty developer of the course.
2. A faculty content expert.
3. Another faculty peer or member of the YSU Distance Education office.

If possible, one member of the committee (other than the faculty developer) should be an expert in the subject-matter of the reviewed course. This is particularly important in STEM disciplines.

If possible, the content expert is drawn from a different department than the faculty developer.

Only the second and third committee members vote on elements of the rubric. They both must conclude that the standard has been met for an item on the rubric to be considered met.

Items in the rubric are judged using an 80% standard. Each of the two voting committee members judges each item independently applying the 80% standard. If the member judges a course to meet 80% of a standard, that committee member judges it as "Standard Met."

A committee member other than the faculty developer will be designated to chair the committee. All members of the Committee will have completed Quality Review training provided by the Distance Education office. At least one member of the Committee will have previously reviewed a course using the rubric.

Because the faculty developer is on the committee, a voting member may provide informal feedback regarding standards that are nearly met, allowing the developer to make minor changes required to meet standards. For standards that are not met by a substantial margin, feedback can be provided through the formal reporting process.

The chair of the committee compiles reviewer feedback and forwards it to the faculty developer. The developer may then revise the course and resubmit. Revisions are evaluated by the committee chair to determine which standards are met and whether the course as a whole meets standards. A faculty member may resubmit until the chair determines that standards are met. Generally, two resubmissions are permitted. The committee chair may permit further submissions at his or her discretion.

Proposed eYSU Development Review Rubric Explained

Category	Standard	Priority	Definition	Guidance	Source	Resources
I. Learning Objectives	Learning objectives are provided and listed in the syllabus.	*	Course-level learning objectives specify what the student can expect to gain from taking the course. They are listed in the syllabus and may also be listed or referenced elsewhere.	Objectives are usually written as an ==action verb== and a ==noun==. **Examples:** *"Students will be able to ==compose== a ==research paper== using APA style."* *"Students will be able to ==identify== the ==rhetorical strategies== employed by participants in a debate.* The Syllabus template in the START HERE content area of the YSU course shell has a place for listing learning objectives. Each of the module folders in the Modules area has a Module Overview content item that provides a place for module-level objectives.	Frameworks for categorizing knowledge are often applied to determine the level of knowledge required by an objective and to select action verbs associated with each level. One popular framework was developed by educational psychologist Benjamin Bloom and subsequently revised by Anderson & Krathwohl (Bloom, 1956; Anderson & Krathwohl, 2001). Categories in a taxonomy are arranged from those that reflect lower-order skills (such as knowledge and comprehension) to those involving higher-order skills (such as applying, analyzing, synthesizing, and evaluating). Lower-order skills are generally developed first and then utilized to build higher-order skills (Bloom, 1956).	[eYSU's Writing Learning Objectives Tutorial](#) [Arizona State University's Online Objectives Builder](#) [eYSU's Writing Learning Objectives Summary Sheet](#)
	Learning objectives are clear, measurable, and written from the student's perspective.	*	Objectives are written clearly. They reflect observable behavior that may be measured, which generally means they contain an action verb. They are phrased from the student's perspective (e.g., "Students will be able to …" or "You will learn …").			
	The beginning of each module reiterates the objective(s) covered in that module.	#	The faculty member may elect to provide module-level objectives that define narrower learning goals that build towards the broader course-level objectives. Such module-level objectives would be listed at the beginning of each module. If module-level objectives are not provided, the faculty member may choose to list at the beginning of each module the course-level objectives relevant to that module.			
II. Content	**Alignment:** Content pages, assignments, and assessments align with the learning objectives and promote achievement of the objectives.	*	Course content and interactions follow through to support achievement of the goals defined in the learning objectives.	Appropriate assignments and assessments for lower-level objectives (such as those at the knowledge or comprehension levels) may include multiple choice tests or posts in the discussion board of		Examples of appropriate activities and assessments are provided in these two versions of

Category	Standard	Priority	Definition	Guidance	Source	Resources
			Assignments and assessments correspond to the level of knowledge established in the learning objective.	definitions, descriptions, or summaries. Appropriate materials for higher-level objectives (such as those at the application, analysis, synthesis, and evaluation levels) may include solving problems, posting analyses or evaluations in the discussion board, case studies, essays, research papers, journals, videos, or group projects.		Bloom's Taxonomy: Bloom's Taxonomy: Cognitive Domain (Mohawk College) Verb Wheel Based on Bloom's Taxonomy (Cal State TEACH)
	Segmenting: Course content is presented in manageable "chunks" and they are digested at the learner's own pace.	#	In most cases, lengthy content (such as a full lecture) is divided into segments the student can digest easily. There is a stopping point, and the student clicks somewhere (another content item or an interaction) to continue the learning experience.	This is how distance learning differs from courses delivered in a classroom. In the classroom, instructors can engage with students in ways that break up the flow of the lecture and draw students' attention. Students can ask questions and interact with the instructor. Distance learning provides some interactions and self-pacing through the use of the discussion board, quizzes, email, essays, journals, blog posts, etc. Additional segmenting and self-pacing can be achieved by dividing up the main flow of content.	Self-paced learning is a foundational principle of distance education. Multiple studies by cognitive researchers show a large effect on transfer of skills to novel situations when segmenting is applied (Mayer & Chandler, 2001; Mayer, Dow, & Mayer 2003). YSU's accrediting body, the Higher Learning Commission (HLC), offers distance education guidelines to its members developed by the Council of Regional Accrediting Commissions (C-RAC). HLC is a member of C-RAC. C-RAC guideline 6(b) calls for training of online faculty that "incorporates tested good practices in on-line learning pedagogy."	Segmenting and Integrating Rich-Media Content (module of Distance Learning – Intermediate Best Practices training; also in Faculty Resources section of eYSU Distance Ed web page.) Putting Your Content Online with Adobe Presenter (tutorial on using Adobe Presenter to record segmented content). Adobe Presenter Summary Sheet
	Sequencing: If some course content builds on other course content, it progresses through a logical sequence.	*	When lower-level skills are developed in the course and later used to support the development of higher-level	Focus on helping the learner build lower level skills. Then move to higher level applications, analyses, and problem-solving.	Cognitive and constructivist pedagogies emphasize the building of lower-level skills (simple schema) to prepare	See resources in the Learning Objectives and Alignment sections above.

Category	Standard	Priority	Definition	Guidance	Source	Resources
			skills, they proceed in the course from lower- to higher-levels. Higher-level skills are generally taught through assignments that require active student participation.	When first presenting a problem, it is often best to show a worked example where the problem and associated solution are both provided. Step the learner through the problem and solution. After stepping through worked examples, focus on assignments that require active student participation, such as writing, discussing, presenting, analyzing case studies, solving problems, and teaching other students.	the learner to tackle higher-level skills (complex schema). Studies by cognitive researchers show that worked examples are effective for initial learning. They have much lower cognitive load (stress on the learner's brain) than problems the learner has to solve himself/herself (Sweller & Cooper, 1985; Paas, Tuovinen, Tabbers, & Van Gerven, 2003). Active Learning principles suggest that higher-order skills are learned effectively through engagement with problem-solving and instructional activities of the kind that require writing, discussion, analysis of case studies, presentations, and teaching other students. (Bonwell & Eison, 1991; McKinney, 2011)	Note the activities and assessments appropriate to lower-level skills and the way they build and support higher level activities in these tables and illustrations: Bloom's Taxonomy: Cognitive Domain (Mohawk College) Verb Wheel Based on Bloom's Taxonomy (Cal State TEACH) Resources for creating Active Learning tasks and assignments are provided on the Active Learning page of eYSU's Distance Education site.
	Clarity: The structure of the course makes course elements easy to locate. Course content is clearly written, spoken, or displayed.	*	The structure of the course is logical and consistent, making information, assignments, and assessments easy to access. If written content is non-fiction, it is provided in a form that is clear and as easy to comprehend as possible. Headings and descriptive labels are used to break up long passages. Illustrations are clear and easy	Examine the structure of your course. If you were entering it for the first time, would you find it easy to locate course content and determine course requirements? Ask a colleague to evaluate your course from a usability perspective. Evaluate any written materials in the course. Consider breaking up long passages into shorter sentences, paragraphs, and bulleted lists. Add headings and descriptive labels.	Cognitive studies demonstrate that clear, straightforward, and unambiguous content requires fewer mental resources to digest than more complex content. In 13 out of 14 studies by Mayer, et. al., a concise module led to better subsequent performance on problem-solving tasks than a more detailed module	Writing Clearly and Simply, Web Accessibility in Mind. Learning from the Best Images, George Barr. Images that Enhance Comprehension, Web Accessibility in Mind.

Category	Standard	Priority	Definition	Guidance	Source	Resources
			to interpret. Audio or visual content is recorded at a reasonable quality level and structured for ready comprehension.	Avoid slang and unexplained jargon. Make visual illustrations as clear as possible. Simple is usually better.	(Mayer, 2008).	
	Multimedia: Multiple media types are used to present course content.	*	An appropriate combination of media is used to convey content, assignments, assessments, and interactive course elements. It may include written text, illustrations, quizzes, discussions, audio, video, animations, interactive tutorials, group assignments, or other formats. For courses with material that calls for relatively few media types, a minimum of three types may be reasonable. Most courses will apply a variety that includes more than three types.	Learners maintain focus and engagement when there are changes in presentation format. A student who reads a page may wish to move on to an audio podcast, a video, a quiz, or an online discussion. Presentation through multiple sensory channels provides learners with a variety of ways of acquiring knowledge. Examples: Narrated PowerPoint, audio or video podcast, a video of portion of lecture, maybe several such videos in sequence with questions/activities between segments, moderated discussion boards, blogs, journals, quizzes, group assignments or activities, animations, interactive tutorials.	This is both a cognitive learning principle and a Universal Design Principle that applies broadly to content developed for the web. Learners use their limited short-term memory stores while digesting information, building mental models, and storing them in long-term memory. There are separate short-term memory stores in the brain for audio and visual information. Utilizing both provides access to greater overall capacity than either does by itself (Baddeley, 1986; NCSU, 1997).	[Segmenting and Integrating Rich-Media Content](#) (module of Distance Learning – Intermediate Best Practices training; also in Faculty Resources section of eYSU Distance Ed web page.) [Putting Your Content Online with Adobe Presenter](#) (tutorial on using Adobe Presenter to record segmented content). [Adobe Presenter Summary Sheet](#) Educational psychologist Richard Mayer wrote a [summary article](#) listing 10 multimedia design principles that have broad empirical support.
	Interaction: A variety of interactive elements are used to engage with learners.	*	An appropriate combination of interactive elements is used to engage with the student. For courses with material that	Examples of interaction types include questions, quizzes, discussions, written assignments, email, presentations, blogs, journals, podcasts, group assignments, and	Social Learning Theory (Bandura, et. al.) suggests that a key component to learning is participation in communities of practice. People learn from seeing	Resources for using discussion forums and group assignments are provided in the Faculty Resources

Category	Standard	Priority	Definition	Guidance	Source	Resources
			call for relatively few interaction types, a minimum of two types may be reasonable. Most courses will apply more types working towards the goal of establishing a learning community.	interactive tutorials. The question feature in Blackboard is robust, with a broad variety of question types. Consider adding questions between content pieces or providing frequent, short quizzes. When adding questions to content areas (e.g., not in your Assessment area), you have the option of making them non-scored or offer extra credit for completing them. Consider having students give and receive feedback to/from one another. Learners can critique each other and teach one another skills. [look for citation for this?]	others perform tasks. The constructivist model (Bruner, et. al.) offers similar perspectives. Learning begins within a certain social and cultural context, and students engage with one another and the instructor as they work to solve problems. C-RAC guideline 4(g) calls for "[c]ourse design and delivery [that] supports student-student and faculty-student interaction." Guideline 4(h) calls for "[c]urriculum design" and a "course management system [that] enable active faculty contribution to the learning environment."	section of the eYSU Distance Ed website.
III. Learner Support	Deadlines for assignments and assessments are provided in an introductory content area.	*	Deadlines for assignments, tests, papers, and other assessments are clear and easy to locate.	A Course Schedule template is provided in the START HERE area of the course shell. Alternatively, you may wish to include the schedule in the syllabus.	C-RAC guideline 4(i) calls for "[c]ourse and program structures [that] provide schedule and support known to be effective in helping online learning students succeed."	There is a Course Schedule content item in the START HERE area of the course shell.
	Grading standards and procedures are explained clearly.	*	The standards you apply to assess students are explained clearly and easy to locate. Rubrics are provided for graded assignments and assessments.	A Grading Policy template is provided in the START HERE area of the course shell. Alternatively, you may wish to include your policies in the syllabus. Rubrics can be added to assessments and discussion boards in the Blackboard system. See sample rubrics in the Blackboard course shell (described in Resources column to the right).		Sample rubrics are provided in the Grading Policy content item in the START HERE area of the course shell, including these: • Written Assignments Rubric (potentially used for grading discussion board posts and essays)

Category	Standard	Priority	Definition	Guidance	Source	Resources
						• Capstone Project Rubric • Wiki Rubric • Homework Rubric Other sample rubrics are provided on the Discussion Forums page at the YSU Distance Ed website, including one developed by YSU faculty for grading essays and discussion board posts.
	Prerequisite coursework or knowledge is stated clearly.	*	If there are prerequisite courses or the student needs a background in certain fields or disciplines, list them in an introductory content area.	List prerequisites in the syllabus.		A space for Course Prerequisites is provided in the Syllabus content item in the START HERE area of the course shell.
	Help Desk contact information is provided for students experiencing systems issues.	*	If a student has a technical issue, support is available 24 hours a day, 7 days a week.	The YSU Help Desk web link and phone number are provided in the START HERE area of the course shell.	C-RAC guideline 7(e) calls for "[s]tudents in on-line learning programs [to] have ready access to 24/7 tech support."	Provided in the START HERE area of the course shell.
	When an applet, plug-in, or other application is needed on the student's computer to view content, a link to a page where it can be downloaded is provided.	#	Make any required software or plug-ins easy to access.	In the Blackboard shell has links to Adobe Acrobat Reader, RealPlayer, QuickTime Player, Adobe Flash Player, and Microsoft Office viewers in the START HERE content area. If other applications or plug-ins are needed, add links as necessary.	C-RAC guideline 4(i) calls for "[c]ourse and program structures [that] provide schedule and support known to be effective in helping online learning students succeed."	Common plug-ins are listed and linked in the START HERE area of the course shell.
	Information on accessing resources for accommodation is made available to the student.	*	Links to accessibility resources are provided.	Accessibility links are already listed in the START HERE area of the course shell.	YSU Accessibility Guidelines are drawn from web content standards developed by the World Wide Web Consortium (W3C) and the provisions of	YSU Accessibility Guidelines Web Content Accessibility Guidelines 1.0
	Course materials are provided in accessible formats.	#	To the extent possible, equivalent alternatives are provided for audio and visual	The following steps will make your course more accessible:		

Category	Standard	Priority	Definition	Guidance	Source	Resources
			content (a transcript of audio and a transcript or closed captioning for videos).	• For images, graphs, and charts, use ALT text to describe the image. (It can be read to visually impaired learners.) • Use headings and lists appropriately to organize content. Mark major page sections with Heading 3, any sub-headings with Heading 4, and sub-sub-headings with Level 5. (Note: In Blackboard, Heading 1 is used for the title of the main content and Heading 2 for menus and navigation.) • Phrase hypertext links so they make sense out of context. (Don't use "click here" or "more".) Describe the item to which the link leads. • For data tables, add descriptive column and/or row headers. • When attaching a YouTube video, make sure it is Closed Captioned. Use Blackboard's Player Controls, which are designed for accessibility. • Don't use color as the sole means of conveying information (e.g., if the green example is the correct one and the red example the incorrect one, put a check mark next to the green example and an X next to the red one)	Section 508 of the Rehabilitation Act of 1973. Section 508 standards are designed to provide disabled persons with "access to information that is comparable to access available to others."	Section508.gov

Sources:

Anderson, L.W., and D. Krathwohl (Eds.) (2001). *A Taxonomy for Learning, Teaching and Assessing: a Revision of Bloom's Taxonomy of Educational Objectives.* Longman, New York.

Anderson, T., & Dron, J. (2011). Three generations of distance education pedagogy. *The International Review of Research in Open and Distance Learning*, *12*(3), 80-97.

Baddeley, A.D. (1986). *Working memory*. Oxford, UK: Oxford University Press.

Baddeley, A.D. (2000). The episodic buffer: A new component of working memory? *Trends in Cognitive Science*, 4, 417-423.

Bandura, A. (1977). *Social Learning Theory*. New York: General Learning Press. p. 22.

Bloom, B.S. *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain* (1956). New York: David McKay.

Bonwell, C. & Eison, J. (1991). Active Learning: Creating Excitement in the Classroom. *AEHE-ERIC Higher Education Report No. 1*.

Chandler, P., & Sweller, J. (1991). Cognitive load theory and the format of instruction. *Cognition and Instruction*, *8*, 293-332.

Guidelines for the Evaluation of Distance Education (On-line Learning), Higher Learning Commission, http://www.ncahlc.org/Information-for-Institutions/publications.html.

Mayer, R.E. (2008). Applying the Science of Learning: Evidence-Based Principles for the Design of Multimedia Instruction. *American Psychologist*, November 2008, 760-769.

Mayer, R.E., Bove, W., Bryman, A., Mars, R. & Tapango, L. (1996). When less is more: Meaningful learning from visual and verbal summaries of science textbook lessons. *Journal of Educational Psychology*, *88*, 64-73.

Mayer, R.E. & Chandler, P. (2001). When learning is just a click away: Does simple user interaction foster deeper understanding of multimedia messages? *Journal of Educational Psychology, 93,* 390-397.

Mayer, R.E., Dow, G., & Mayer, S. (2003). Multimedia learning in an interactive self-explaining environment: What works in the design of agent-based microworlds? *Journal of Educational Psychology, 96,* 389-395.

McKinney, K. (2011). Active Learning. Center for Teaching, Learning & Technology, Illinois State University, retrieved 4/18/2013.

Paas, F., Tuovinen, J.E., Tabbers, H.K., & Van Gerven, P.W.M. (2003). Cognitive load measurement as a means to advance cognitive load theory. *Educational Psychologist, 38 (1),* 63–71.

Penney, C.G. (1989). Modality effects and the structure of short-term verbal memory. *Memory & Cognition*, *17*, 398-442.

Section 508 Laws, http://www.section508.gov/index.cfm?fuseAction=Laws.

Sweller, J., & Cooper, G.A. (1985). The use of worked examples as a substitute for problem solving in learning algebra. *Cognition and Instruction, 2 (1),* 59–89.

Sweller, J., Merrienboer, J., & Paas, F. (1998). Cognitive architecture and instructional design. *Educational Psychology Review*, *10*, 251-296.

The Center for Universal Design, NC State University (1997). *The Principles of Universal Design*, retrieved 4/18/2013.

Web Content Accessibility Guidelines 1.0, http://www.w3.org/TR/WAI-WEBCONTENT/.

Youngstown State University Accessibility Guidelines, http://www.ysu.edu/webadv/accessibility.shtml.

MEMO

TO: Chet Cooper, Academic Senate Chairman
FROM: Zara C. Rowlands, Chair
University Curriculum Committee 2010-13
RE: Course Proposals approved by the UCC on April 9th, 2013
Date: April 30th, 2013
Key: [A = Add; D = Delete; C = Change; FT = Fast track pre-req change; CL = Cross Listed].

13-056	PHYT 4801	Independent Study	D	N	Approved
13-057	TCOM 4850	Adv. Audio/Video Production and Editing	C	N	Approved
13-058	TCOM 3786	Video Production 2	C	N	Approved
13-059 to 092	Revision required – returned to originating dept.				
13-093	ECON 3703	Behavioral Economics	A	N	Approved
13-094	SPED 4872	Assessment & Referral for Children with Exceptionalities for Intervention Specialist	A	N	Apprv'd as revised
13-095	SPED 4873	Communication and Literacy skills for Learners with Significant Disabilities	A	N	Apprv'd as revised
13-096	SPED 4852	Program Development and Instructional Strategies for Learners with Moderate to Intensive Exceptional Learning Needs	A	N	Apprv'd as revised
13-097	PHYS 1501	Fundamentals of Physics 1	FT	N	Approved
13-098	STEM 1505	Safety Principles	A	N	Approved
13-099	STEM 1530	Science of Design	A	N	Apprv'd as revised
13-100	CSIS 1595	Fundamentals of Programming and Problem Solving 1	A	N	Approved
13-101	CSIS 2605	Fundamentals of Programming and Problem Solving 2	A	N	Approved
13-102	CSIS 2610	Programming and Problem Solving	C	N	Approved
13-103	CSIS 2615	Information Structures for Information Technology	FT	N	Approved
13-104	CSIS 3700	Data Structures and Objects	FT	N	Approved
13-105	CSIS 3701	Advanced Object-oriented Programming	FT	N	Approved
13-106	CSIS 3723	Networking Concepts and Administration	FT	N	Approved
13-107	CSIS 3726	Visual/Object-oriented Programming	FT	N	Approved
13-108	CSIS 3732	Intranet Database Implementation	FT	N	Approved
13-109	CSIS 3740	Computer organization	FT	N	Approved
13-110	CSIS 3760	Electronic Commerce Programming	FT	N	Approved
13-111	CSIS 3782	CISCO Networking Academy 1	FT	N	Approved
13-112	CSIS 5838	Graphics and Animation for Gaming	FT	N	Approved
13-113	CSIS 3714	Assembly Language and Architecture	FT	N	Approved
13-114	CSIS 3718	Operating Systems Concepts	FT	N	Approved
13-115	CSIS 3735	UNIX Environment	FT	N	Approved
13-116	CSIS 3741	Business Programming Project	FT	N	Approved
13-117	CSCI 2650	Language Topics	D	N	Approved
13-118	CSCI 2690	Individual Studies in Computer Programming	D	N	Approved
13-119	ISEN 5880	Management of Technology and Innovations	C	N	Approved

13-120	ECEN 4803	Linear Control Systems	FT	N	Approved
13-121	ECEN 4844	Electromagnetic Energy Conversions	FT	N	Approved
13-122	BIOL 2603	Integrated Biology for BS/MD	A	N	Approved
13-123	MECH 2620	Basics of Engineering Mechanics: Statics and Dynamics	A	N	Apprv'd as revised
13-124	PHIL 1560	Intro to Philosophy	A	N	Approved
13-125	PHIL 1565	Critical Thinking	A	N	Approved
13-126	PHIL 2600	Intro to Philosophy	D	N	Approved
13-127	PHIL 2609	Technology and Human Values	D	N	Approved
13-128	PHIL 2612	Ancient and Medieval Philosophy	A	N	Approved
13-129	PHIL 2616	Character and Virtue	D	N	Approved
13-130	PHIL 2630	Critical Thinking	D	N	Approved
13-131	PHIL 2631	Environmental Ethics	A	N	Approved
13-132	PHIL 2635	Ethics of War and Peace	A	N	Approved
13-133	PHIL 3700	Ancient and Medieval Philosophy	D	N	Approved
13-134	PHIL 3706	Philosophy in America	D	N	Approved
13-135	PHIL 3710	Philosophy in Art	D	N	Approved
13-136	PHIL 3712	Philosophy of Religion	C	Y	Approved
13-137	PHIL 3727	Environmental Ethics	A	N	Approved
13-138	PHIL 3730	Metaphysics	D	N	Approved
13-139	PHIL 3780	Theories of Knowledge	D	N	Approved
13-140	PHIL 3740	Muslim Thinkers	A	Y	Approved
13-141	PHIL 3760	Ethics of War and Peace	D	N	Approved
13-142	REL 3712	Philosophy of Religion	C	Y	Approved
13-143	REL 3740	Muslim Thinkers	A	Y	Approved
13-144	MET 2630	Manufacturing techniques	C	N	Approved
13 -145	MET 3700	Physical Measurements	D	N	Approved
13 -146	MET 3705	Thermodynamics	C	N	Approved
13 -147	MET 3706	Machine Design I	C	N	Approved
13-148	MET 3710	Tool Design	C	N	Approved
13-149	MET 3771	Heat and Power Cycles	C	N	Approved
13-150	MET 3714	Fluid Mechanics and Lab	C	N	Approved
13-151	MET 3715	Fluid Power Systems	D	N	Approved
13-152	MET 3720	Mechanisms	C	N	Approved
13-152	MET 4819	Manufacturing Systems	C	N	Approved
13-153	MET 4812	Numerical Control	C	N	Approved
13-154	MET4812L	Numerical Control Lab	A	N	Approved
13-155	MET 4820	Machine Systems	C	N	Approved
13-156	MET 4870	Applied Finite Element Methods	C	N	Approved
13-157	MUAC 3735	Jazz Methods	C	N	Approved
13-158	MUHL 3775	Jazz History	A	N	Approved

The attached course proposals were approved the April 9, 2013 meeting of the University Curriculum Committee and are presented for your review. No objections were received by the Chair of the University Curriculum Committee through Monday April 29, 2013.
UCC Chair contact information: Zara Rowlands, Cushwa Hall 3045; ext 2021; zcshah@ysu.edu

YSU ACADEMIC SENATE MEMBERSHIP LIST, 2012-2013
Sign-In Sheet (May 1, 2013)

BUSINESS ADMINISTRATION

At Large (6)
____ Helen Han, Management
____ Ram Kasuganti, Management
____ Kathleen Mumaw, Acctg. & Finance
____ Nobert Pierre, Acctg. & Finance
____ William Vendemia, Management
____ Ying Wang, Marketing

Departmental (2012-2014)
____ Birsen Karpak, Management
____ Peter Chen, Acctg. & Finance

Departmental (2011-2013)
____ Peter Reday, Marketing

EDUCATION

At Large (5)
____ Regina Rees, Teacher Ed.
____ Gail Saunders-Smith, Teacher Ed.
____ Wilma Djoleto, EFRTL

At Large continued
____ Patrick Spearman, EFRTL
____ Margie Briley, Counc/Sp Ed
____ Kathleen Cripe, Teacher Ed.

Departmental (2011-2013)
____ Matt Paylo, Counseling
____ Sue DeBlois, EFRTL
____ Melinda Wolford, School Psych

FINE & PERFORMING ARTS

At Large (6)
____ Ewelina Boczkowska, Music
____ David Gill, Art
____ Randall Goldberg, Music
____ John Murphy, Thtr/Dance
____ Brandt Payne, Music
____ Brian Kiser, Art

Departmental (2012-2014)
____ Amy Crawford, Communication
____ Francois Fowler, Music
____ Christine McCullough, Art

Departmental (2011-2013)
____ Nancy Wolfgang, Thtr/Dance

HEALTH & HUMAN SERVICES

At Large (5)
____ Charlia Allen, Social Work
____ Ken Learman, Physical Therapy
____ Taci Turel, Human Ecology
____ Weiqing Ge, Physical Therapy
____ Christopher Bellas, Criminal Justice

Departmental (2012-2014)
____ Joe Lyons, Health Professions
____ Jenn Pintar, HPES
____ Jeanine Mincher, Human Ecology

Departmental (2011-2013)
____ Susan Clutter, Criminal Justice
____ Shirley Keller, Social Work
____ Jane Wetzel, Physical Therapy
____ Cindy Shields, Nursing

Liberal Arts & Social Sciences (CLASS)

At Large (6)
____ Molly Jameson Cox, Psychology
____ David Porter, Political Science
____ Tomi Ovaska, Economics
____ Matt O'Mansky, Sociol & Anthr
____ John Sarkissian, Foreign Language
____ Deborah Mower, Phil/Rel.

Departmental (2012-2014)
____ vacant, Economics
____ Carla Simonini, Foreign-Language
____ Dawna Cerney, Geography
____ vacant, History
____ Rocio Rosales, Psychology
Melanie Shoup-Knox, Psych.

Departmental (2011-2013)
____ Alyssa Lenhoff, English
____ Mark Vopat, Phil/Rel
____ Cryshanna Jackson, Political Sci
____ Denise Narcisse, Sociol & Anthr

Science, Technology, Engineering, & Mathematics (STEM)

At Large (6)
____ Jamal Tartir, Math & Stats
____ Diana, Fagan, Biol
____ Jeanette Garr, CEEGR & CHEGR
____ Jozi Jalics, Math
____ vacant, MECH & ISEGR
____ David Asch, Biology

Departmental (2012-2014)
____ Tom Wakefield, Math & Stats
____ Yogendra Panta, MECH & ISEGR
____ John Feldmeier, Phys/Astr
____ Phil Munro, ECEGR
____ Robert Korenic, ENTC
____ Pedro Cortes, CEEGR & CHEGR

Departmental (2011-2013)
____ Ray Beiersdorfer, Geol & Env. Sci.
____ Abdurrahman Arslanyilmaz, CSIS
____ Chet Cooper, Biology
____ John Jackson, Chemistry

ADMINISTRATORS (15)

____ Martin Abraham
____ Jack Fahey
____ Jonelle Beatrice
____ Charles Howell
____ Jef Davis

____ Mike Crist
____ Bryan DePoy
____ Shearle Furnish
____ Kevin Ball
____ vacant

____ Ikram Khawaja
____ Jeffrey Trimble
____ Betty Jo Licata
____ Shannon Tirone
____ Joseph Mosca

STUDENTS

____ Amanda Sacco, At Large
____ Chelesa Carbonell, At Large
____ Chelesa Baker, At Large
____ Samuel Addai, At Large
____ Sean Meditz, At Large
____ Adam Earnhardt

____ Abby Kulisz, CLASS
____ Lily Justice, Education
____ vacant, FPA
____ vacant, Grad.
____ Kyle Guterba, HHS

____ Cory Okular, SGA Pres.
____ Justen Vrabel, Exec. VP
____ Nicole Pavlichich, Acad. Affairs
____ Nikki Hartman, STEM
____ Andrew Boyle, WCBA

Executive Committee Members (who are not Senate Members)
____ Carol Lamb